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ABSTRACT

This document consists of the documentation and worksheets that accompany a computer program available on diskette. The computer program is designed to reinforce and enhance a student's knowledge of global geography through a game format. In each game, students are given clues and challenged to identify five different countries that have been selected from a total of 20 countries. If the student correctly identifies the country then points are awarded but a student loses points when answers are incorrect (to discourage guessing). Players also score points by locating countries on a world map. One or two students may play at a time. Teachers can use the clues provided on the program, or by using the teacher's menu they can edit the clues, or can create their own. Student scores are shown at the end of every round. Six reproducible activity worksheets accompany the disks. Goals to be achieved include learning about cultural, physical, and economic geography of the 20 countries included in the program; stimulating interest in global education; discovering how young people live in other countries; practicing drawing inferences from written and graphic data; and familiarizing students with the location of 20 countries. (JAG)

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WHAT DO THEY DO IN OUAGADOUGOU? (Wa-ga-do-goo)

Discovering Other Cultures

by

Michael Roessler, Ph.D.

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P.O. Box 392, Freeport, N.Y. 11520
1-800-645-3739 (US) 516-223-4666 (NY)

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Director of Software Development:
Carol Harris Stern

Production Supervisor:
Anita Dresnack

Producer:
Kathleen Pehanich

Programming Supervisor:
Peter Cole

Programming Staff:
Andrew Pezzella
Michael Pipitone
Eliot Friedman
Mark Januszewski

Revisions and Testing:
Helen Lau

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Reproducible Activity Worksheets ..... following the documentation

See the Special Features box on page 1 for important information about this program.

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INSTRUCTIONS FOR OPERATING YOUR MS-DOS PROGRAM

To BOOT from floppy and start EA program:

1. Carefully insert the disk into drive A: and close the drive door.
2. Turn on the computer and monitor.
3. The disk drive light should go on and the program will begin to execute. The will be displayed.
4. If you wish to stop and return to the beginning of the program, simply press the CTRL key and tap the C key.
5. To reboot the disk, press the CTRL and ALT keys and tap the DEL key. The program will start up again.

To BOOT from hard drive and start EA program:

1. Boot the hard drive.
2. Make your current drive the floppy drive that you wish to run the disk from. (For this example it is A:) At C:> type A: and press ENTER.
3. At A:> type AUTOEXEC and press ENTER.
4. The program will begin to execute. The will be displayed.

NOTE: See 4 and 5 of the section TO BOOT FROM FLOPPY for additional instructions.

To RUN from a disk prompt (A:>):

1. Insert the EA program disk in drive A:.
2. At A:> type AUTOEXEC and press ENTER.
3. The disk drive light should go on and the program will begin. The will be displayed.

NOTE: See 4 and 5 of the section TO BOOT FROM FLOPPY for additional instructions.

TO INSTALL ON A HARD DRIVE, SEE INSTRUCTION SHEET "INSTRUCTIONS FOR INSTALLING YOUR EA PROGRAM ON A HARD DISK DRIVE."

ABOUT THE AUTHOR

Michael Roessler teaches world geography and computer programming at the Portland Middle School in Portland, Michigan. He has a master's degree in U.S. History from Stanford University and a doctoral degree in Curriculum and Instruction from Michigan State University.

Dr. Roessler has written numerous other teaching materials, including the software programs ANNAM, BEYOND THE RISING SUN, AFRICA, WASHINGTON'S DECISIONS, LINCOLN'S DECISIONS, and REGIONS OF THE UNITED STATES, which are also available from Educational Activities, Inc.

SPECIAL FEATURES

Preparing for Play 2
(tips to help students play OUAGADOUGOU)

Getting Started 2
(explains usage of one or two disk drives)

Teacher's Menu 5
(allows teacher to set program to meet his/her needs and also to edit or create Wild Card clues)

OVERVIEW

This program is designed to reinforce and enhance students' knowledge of global geography through a game format.

In each game, students are given clues and then challenged to identify five different countries, which have been selected from a total of 20 countries. Students gain points when they identify countries correctly and lose points when their answers are incorrect (to discourage guessing). Students also score points by locating countries on a world map. One or two students may play at a time.

Teachers may use the clues provided on the program, or, by using the Teacher's Menu, they may edit the clues, or create their own clues.

Students' scores are shown at the end of every round.

Six reproducible activity worksheets accompany the disks.

LEVELS

This program is suitable for use with grades 6 through adult.

OBJECTIVES

- To teach students about the cultural, physical, and economic geography of each of the 20 countries included in the program
- To stimulate interest in global education
- To highlight cultural similarities and differences by focusing on how young people live in different countries
- To provide practice in drawing inferences from written and graphic data
- To familiarize students with the locations of 20 countries

APPROXIMATE TIMINGS

The playing time of OUAGADOUGOU is approximately 20-30 minutes. However, this may vary, depending on certain factors such as students' abilities, the number of clues selected, and the number of students playing.

PREPARING FOR PLAY

This program was designed to supplement courses in world geography, global education, or current events. In order to succeed at the program, a student needs to have some familiarity with the countries of the world (e.g., their levels of economic development, their climates, their major religions). The game works in such a way, however, that those who don't know their geography can "learn by doing." With informed and uninformed students alike, the program generates valuable questions about the 20 countries in the program.

•If your students are not familiar with the world political map, you might want to duplicate and distribute worksheet 1 and go over it with them before they run the program. You can then use the map quiz, worksheet 2, to see how well they have learned the locations of these 20 countries.

•To make the game easier at first, you may want to encourage your students to take notes as they play. You may also want to allow them to use the map provided on worksheet 1.

•If there is any clue type that is too difficult for your students or inappropriate for your purposes, you can set the program to avoid that clue type when the game is played. Similarly, if there is a particular type of clue that you wish to emphasize, you can set the program to always choose that type first (see The Teacher's Menu on page 5).

•Reading climate graphs may prove difficult for your students if they have never encountered them before. Consequently, you may wish to use worksheet 3 to teach them how to read these graphs before they run the program. Show them how they can determine whether a country is in the Northern or Southern Hemisphere by looking at the average monthly temperatures.

•**Limited Computer Access.** If you have a large monitor, you may find OUAGADOUGOU useful for large-group instruction. When you reach decision points in the program, the whole class can discuss which answers to enter. Or you may want to divide the class into two teams and let them compete with each other. OUAGADOUGOU also works well using a presenter with an overhead monitor.

GETTING STARTED

To run on an Apple computer, this program requires 128K of memory. It can run on a one- or a two-drive system.

If you have a two-drive system, you should enter the Teacher's Menu by typing "menu" when the program asks for a first name. At the menu, choose option 6 and set the number of drives at two. Then place disk 1 in drive 1 and disk 2 in drive 2 and turn on the computer. The program will run without disk-swapping.

If you have a one-drive system, choose option 6 at the Teacher's Menu and set the number of drives at one. Then place disk 1 in the drive and turn on the computer. The program will tell you when to switch disks. At that time, you'll take disk 1 out of the drive and insert disk 2. The computer will always let you know when to switch disks.

When the disk arrives, it will be preset to use one drive.

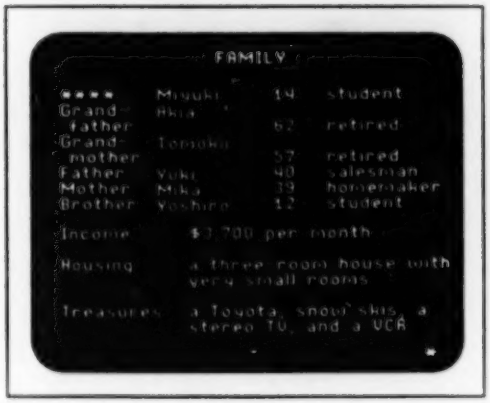
HOW THE PROGRAM WORKS

When the program begins, the title frames appear. These are followed by a screen which asks whether one or two students will play. The student is then asked for his/her first name (if there are two players, both enter their first names).

After several introductory frames, a screen is displayed that shows which clues will be used. **There are six possible clues: Proverb, Family, Wild Card, National Data, Daily Life, and Climate.** However, the teacher can set OUAGADOUGOU to use only the clues s/he wishes (see The Teacher's Menu, page 5).

Each country has one clue of each type, except for Wild Cards. There are three Wild Cards for each country. The program picks one of the three at random (unless the teacher has created his/her own clues using the Teacher's Menu).

Some clues include:


FAMILY
Miyuki 14 student
Grand-father Akio 62 retired
Grand-mother Tomoko 57 retired
Father Yuki 40 salesman
Mother Mika 39 homemaker
Brother Yoshiro 12 student
Income $3,700 per month
Housing a three room house with very small rooms
Treasures a Toyota, snow skis, a stereo TV, and a VCR

The OUAGADOUGOU game consists of five rounds, each worth a maximum of 200 points. Each round begins with a screen showing a dial spinning around a "clue wheel." The student may not stop it on a certain clue. The program picks one at random (unless the teacher has preset the order from the Teacher's Menu). In this way, the student cannot continue to choose just one clue type.

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(All sample screens shown in this guide are from the Apple® version of What Do They Do In Ouagadougou. Other versions will vary.)

The student then sees the clue and has three choices:

1. Name the country. If the student chooses to identify the country, s/he sees a list of the 20 countries. If s/he chooses the correct country on the first try, s/he receives 150 points. The next screen shows a color graphic of the young person from the selected country.

Each time the student chooses a wrong country, s/he is sent back to see another clue and gets another chance to identify the country. However, each wrong answer also produces a penalty of 25 points. In this way, students are discouraged from guessing. (The program will never push a player below 0 points.)

If the student chooses a wrong country and there are no more clues, the program automatically shows the color graphic and the student receives 0 points.

2. Pass. If a student chooses to pass, the program goes back to the "clue wheel" for another clue (provided there are more clues). As above, each "pass" produces a penalty of 25 points.

If there are no more clues, the program automatically shows the color graphic and the student receives 0 points.

3. Review the clues. This option allows the student to review the clues s/he's already seen with no change in points.

After the country has been identified, students are asked to find the country on maps of the Eastern and Western Hemispheres by manipulating the arrow keys. The maps were created in a "wrap-around" style. That is, if a student continuously moves in any direction on a map, s/he will go to the other map (this gives the maps a "globe" effect).

If the student finds the country on the maps, s/he receives 50 points. If the student does not find the correct country, the program automatically locates the country and the player receives 0 points.

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Scores are shown after every round. A perfect score is 1,000 points. For one-player games, the score is shown compared to 1,000. Students are then shown the "Honor Roll," a list of the highest-scoring players (the high scores can be reset using the Teacher's Menu). Students can be included on the Honor Roll with a score of 500 or above.

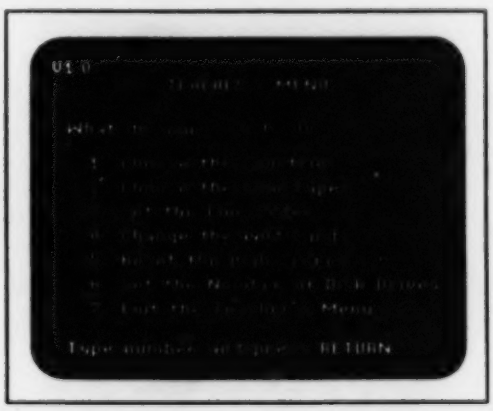
For two-player games, the first player always goes first. Each time a student misses a question, the other student gets a chance to answer it. At the end of every round, the scores are shown compared to each other. (There is no Honor Roll for two-player games.) The maximum score is still 1,000.

At the end of the program, the student is asked if s/he wants to play again. If s/he does, s/he may use the same five countries, or the program will use different countries (provided there are more than five countries selected). Some countries may be repeated, however.

If you wish to quit a lesson at any time, holding down the CONTROL key and pressing the C key at the same time will return you to the name input frame at the beginning of the program.

The Teacher's Menu

The Teacher's Menu allows the teacher to change certain options in OUAGADOUGOU to fit his or her classroom needs.



When the disk arrives, the Teacher's Menu will be preset for these options:

- Option 1 - all 20 countries will be selected
- Option 2 - all six clue types will be selected
- Option 3 - program will be set to choose the clues randomly
- Option 4 - only the original Wild Card clues will exist
- Option 5 - high scores will be set at 498, 499, and 500
- Option 6 - program will be set for one drive

In order to access the Teacher's Menu, type "menu" when the program asks for a first name. The next screen shows the menu and the teacher chooses the number of the option he/she would like to work with.

- Option 1 shows a list of the 20 countries and lets the teacher choose which ones his/her students will work with.
- Option 2 allows the teacher to choose which clue types his/her students will see. (For options 1 and 2, an asterisk (*) indicates that a choice has been selected.)
- Option 3 allows the clues to be randomly selected by the program, or set in a certain order by the teacher.
- Option 4 allows the teacher to edit the existing Wild Card clues or create his or her own Wild Card clues. It also lets the teacher decide which set of clues is used for each game—the original set or the teacher's own set. The original set of Wild Card clues will always be saved on the disk, even if another set is created. **The teacher must create clues for all 20 countries in order for them to be saved.**
- Option 5 lets the teacher reset the students' high scores.
- Option 6 sets the number of disk drives (see Getting Started on page 2).
- Option 7 returns to the opening frame.

FOLLOW-UP ACTIVITIES

Debriefing

Your students will derive the greatest benefit from OUAGADOUGOU if they have an opportunity to "debrief" soon after they have run the program. Successful debriefing sessions usually begin by exploring emotional reactions. Asking questions like these should help you begin:

> Was this program easy or difficult for you? Why?
>
> How do you feel about the young persons that you met in this program?
>
> Would you like to trade places with any of them? Why or why not?
>
> Are there any that you would particularly not enjoy trading places with?
>
> If you could visit any of these countries for six months, which one would you choose? Why?

After your students have had a chance to share their feelings about the program and its contents, you can move the discussion's focus to more analytical questions:

> How do you think the young people in these other countries view the United States? From where would they get their information?
>
> How did this program change your views of these countries? What are your main sources of information about other countries? What biases are there in these sources?
>
> What are the similarities in the lives of the young people portrayed in OUAGADOUGOU? The differences? Which is greater—the similarities or differences?
>
> Why are some countries so rich and others so poor?
>
> How does the level of a country's economic development affect its people's daily lives?
>
> Of the six types of clues, which ones were most helpful in distinguishing between the countries? Why?

After your students have discussed these questions, you may want to ask them to write about one of them as a way of exploring and clarifying their own ideas.

Analyzing Individual Countries

Focusing your students' attention on the data presented for a single country can help them understand the relationships between climate, politics, economics, topography, and culture. To help them see these connections, we have printed all of the clues for the country of Burkina Faso in worksheet 4. Having them complete this exercise alone or in small groups should provide useful insights and form the basis for a stimulating discussion. Though your students will undoubtedly discover other connections than those we see, we offer this list of possible answers:

> In a poor country, a high percentage of families are engaged in subsistence agriculture, like Fati's family.
>
> The people live very simply and eat little meat.

Families are usually large in a developing country because children and grandchildren are the main form of social security in those countries.

Because Burkina Faso lacks the resources to eradicate some of its main threats to good health (like malaria and river blindness) the country has a low life expectancy.

The seasonal rain patterns in Burkina Faso limit agricultural production.

After your students have completed and discussed worksheet 4, you may want to assign individuals or small groups to copy the screens from other countries and carry out a similar analysis. For this purpose, we have provided a skeletal outline as worksheet 5. This worksheet could also be used by your students to research countries other than the 20 included in this program and to make their own pencil-and-paper version of OUAGADOUGOU.

Comparing Standards of Living

Worksheet 6 provides all of the figures used in OUAGADOUGOU to illustrate the relative standards of living of the 20 countries included in the game: income per person per year, average life span, and televisions per 1,000 people. The life span figures are an average of those given for males and females. All incomes per person are in dollars.

You may want to have your students make graphs to represent some of the information in worksheet 6. After they have made their graphs, help them discuss the results. Why are there such stark differences in these statistics? What mechanisms determine that some countries will be very rich and the others very poor? What would it be like to live in a country that has an income per person of $150 per year? How would it change your life if your family's prized (and most valuable) possessions were some hand tools for farming and three wooden bowls? How would a lack of televisions, radios, and newspapers affect your lives?

Other Follow-Up Activities

1. You can have one or more of your students customize OUAGADOUGOU by developing their own Wild Card clues (one per country). These can be entered by using option 4 in the Teacher's Menu. They will then be saved on the disk along with the original set of clues. By using the Teacher's Menu, you will be able to request either version of Wild Cards.

2. In constructing this program, the author had to decide what kind of young person to include for each country: rich, poor, or middle class, boy or girl, majority or minority group, etc. For example, the Canadian representative is a Native American boy from northeastern British Columbia. The United States is represented by the son of a middle-class black family living in St. Louis, Missouri. You might want to ask your students what other kinds of Canadians and Americans might have been chosen? How would this choice have affected the Daily Life clues? For which countries does the young person fit the typical stereotypes that Americans have of them? For which ones does it break the stereotypes?

3. Providing experiences with various aspects of the cultures of these countries would provide an excellent follow-up to running this program. Setting up a class stamp or coin collection would be a good way to achieve this result. Others include trying some of the foods, games, proverbs, and folktales from these countries. In the bibliography of this teacher's guide, we identify a number of sources that would help you implement these activities.

4. If you and your students use an old world map, you might not be able to find Burkina Faso on it. That's because, until 1984, it was known as "Upper Volta." The name "Burkina Faso" consists of two African words that mean "country of honest people." Your students might profit from a discussion of why a country might want to change its name, especially countries like those in Africa that have just won their independence in the last 30 years.

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Teaching Geography: A Model for Action. Washington, D.C.: National Geographic Society, 1988.

Turner, Arnold, ed. Case Studies from the South. Essex, England: Longman Group Limited, 1985.

Addresses for Catalogs on Global Education Materials

African Studies Center, Michigan State University, 100 International Center, East Lansing, MI 48824-1035

The American Forum, 45 John Street, Suite 1200, New York, NY 10038

The Asia Society, Education & Communications Dept., 725 Park Avenue, New York, NY 10021

Center for Teaching International Relations, University of Denver, Denver, CO 80208

Global Perspectives in Education, 45 John Street, Suite 1200, New York, NY 10038

INSA (International Nursing Services Association), P.O. Box 15086, Atlanta, GA 30333

National Council for Social Studies, 3501 Neward Street, NW, Washington, D.C. 20016

Social Science Education Consortium, 855 Broadway, Boulder, CO 80302

SPICE (The Stanford Program on International and Cross-Cultural Education), 200 Lou Henry Hoover Building, Stanford University, Stanford, CA 94305-6012

World Bank Publications Department, 1818 H Street, NW, Washington, D.C. 20433

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Worksheet 1

Name _____ Class _____ Date _____

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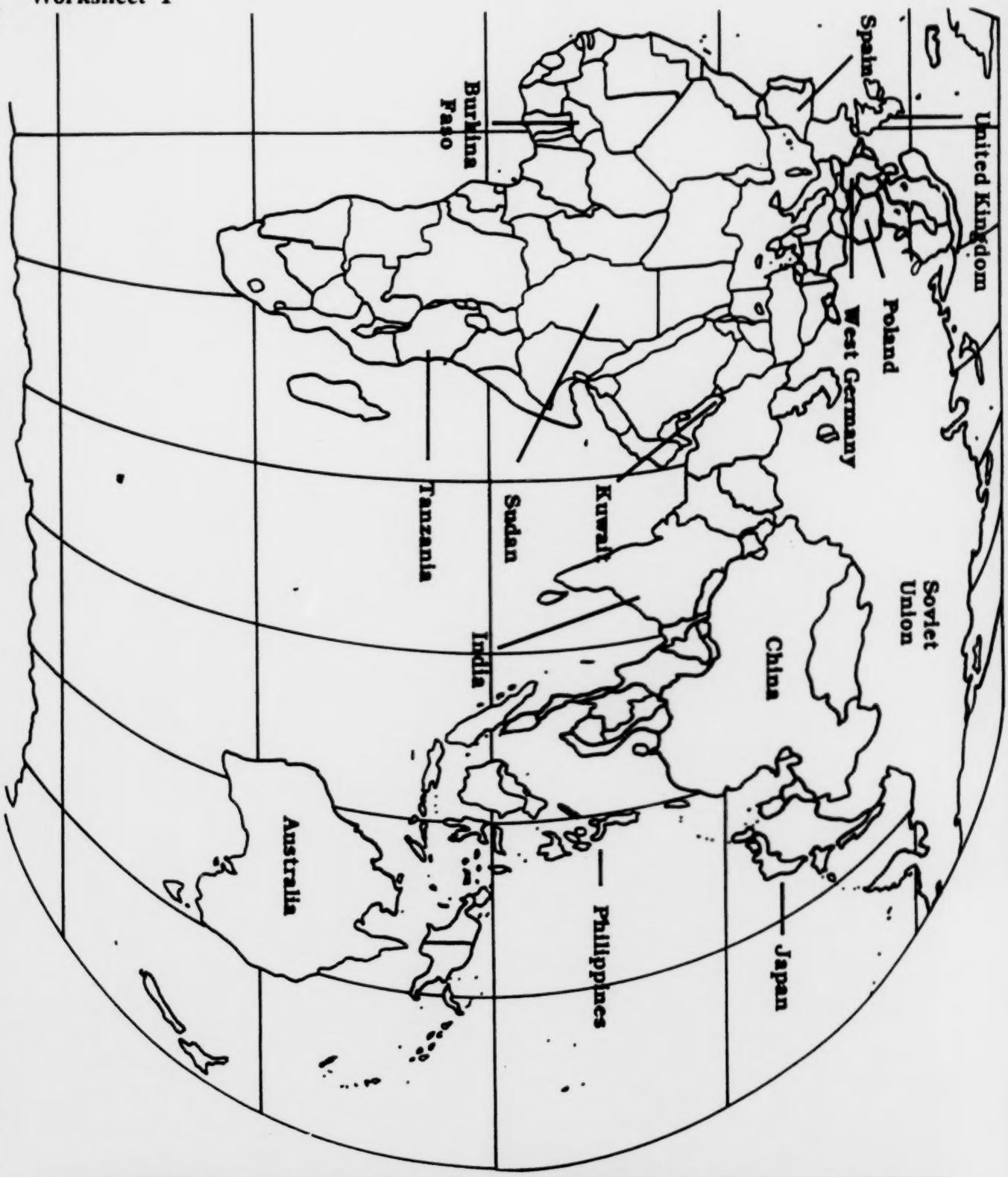
Worksheet 1



Name _____ Class _____ Date _____

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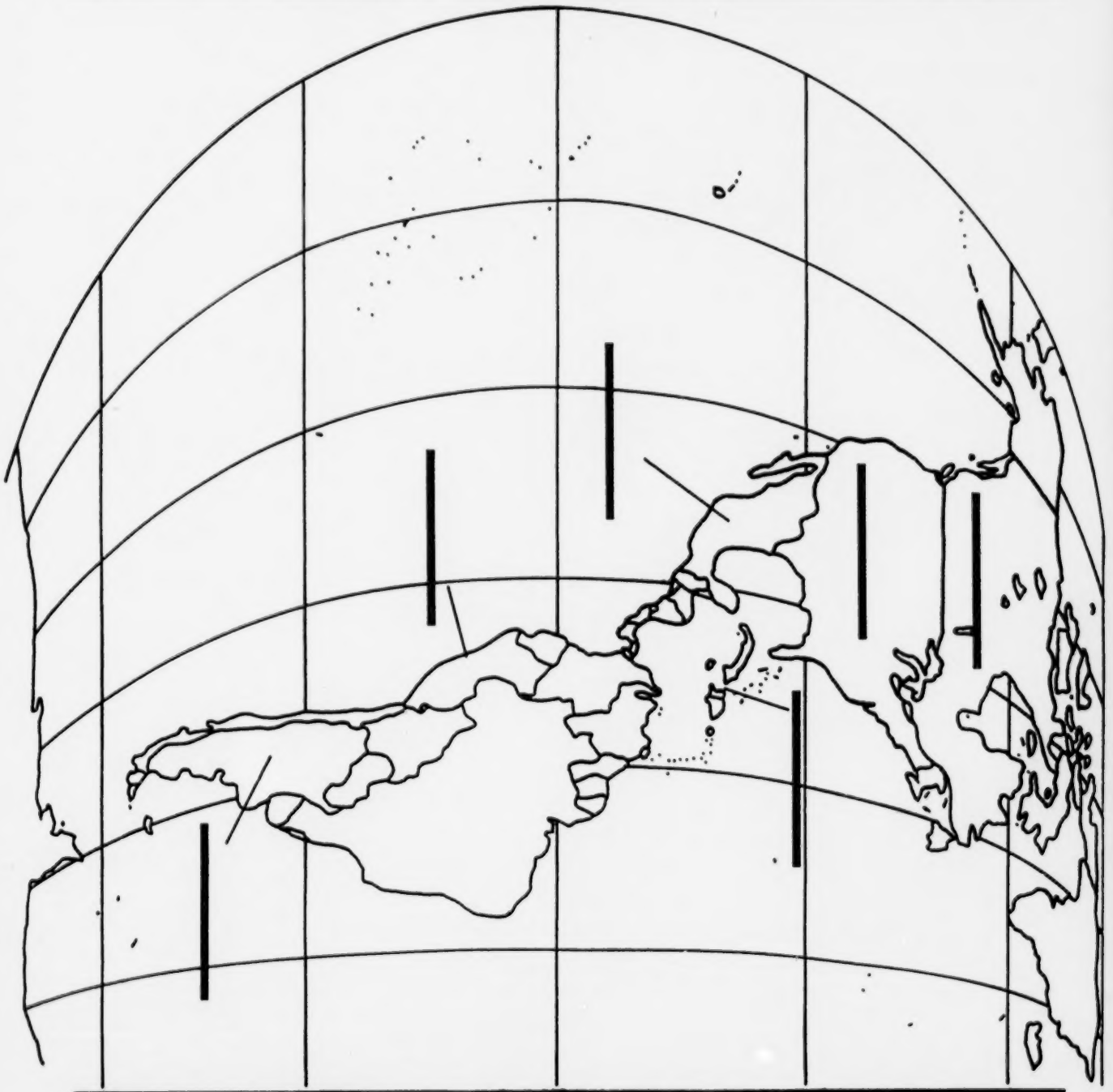
Worksheet 2

Locate each country on the maps.

1. Argentina	2. Australia	3. Burkina Faso	4. Canada	5. China
6. Haiti	7. India	8. Japan	9. Kuwait	10. Mexico
11. Peru	12. Philippines	13. Poland	14. Soviet Union	15. Spain
16. Sudan	17. Tanzania	18. United Kingdom	19. United States	20. West Germany



Name _____ Class _____ Date _____

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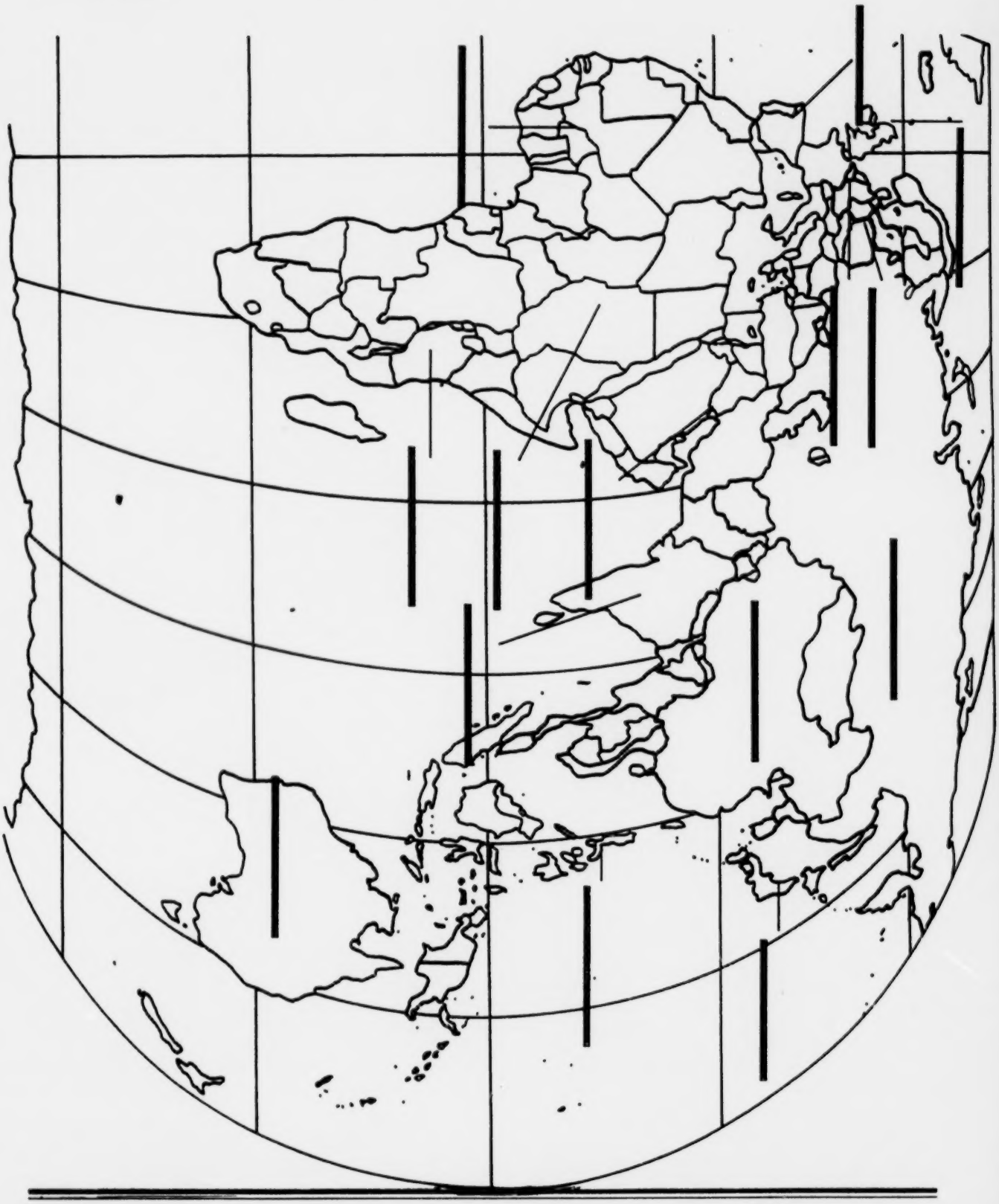
What Do They Do In Ouagadougou?



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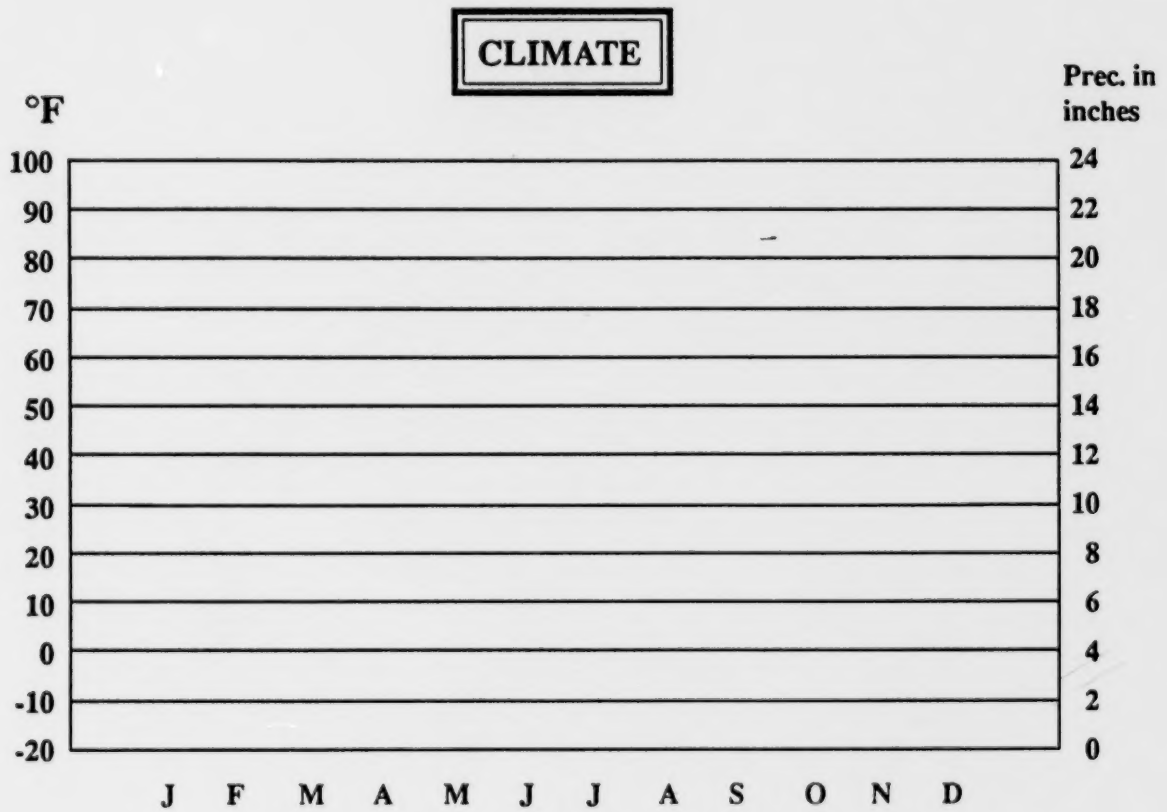
Worksheet 3

Take this climate data for Sydney, Australia, and graph it. Then answer the questions which follow. Use dots to show temperature and bars to show precipitation.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp. (degrees F)	71	71	69	64	59	54	53	55	59	63	67	70
Prec. (inches)	3.5	4	5	5.3	5	4.6	4.6	3	2.9	2.8	2.9	2.9



1. a. How much precipitation does Sydney receive in June? _____ inches

   b. Is it rain or snow? _____ How do you know? _____

   _____

2. During what months is it winter in Sydney? _____

Name _____ Class _____ Date _____

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Worksheet 4

BURKINA FASO
Country

FAMILY

RELATIONSHIP	NAME	AGE	OCCUPATION
****	*Fati*	*16*	*farmer*
Grandfather	*Kiswend*	*56*	*farmer*
Father	*Salfo*	*36*	*farmer*
Mother	*Gyrata*	*35*	*farmer*
Brother	*Lazare*	*14*	*farmer*
Sister	*Marie*	*13*	*farmer*
Brother	*Issaka*	*11*	*farmer*

Income: *$ 275* per month

Housing: *a compound of three mud houses with straw roofs*

Treasures: *hand tools for farming and three wooden bowls*

NATIONAL DATA

Population: *7* million

Avg. income per person: *$ 150* per year

Avg. life span: *42* years

TV's per 1,000 people: *3*

Currency: *CFA franc*

Beliefs: *anamist, Moslem, Christian*

Exports: *livestock, cotton, peanuts*

PROVERB

English version: *If someone helps you to wash your back, you must see to your face yourself.*

Name _____ Class _____ Date _____

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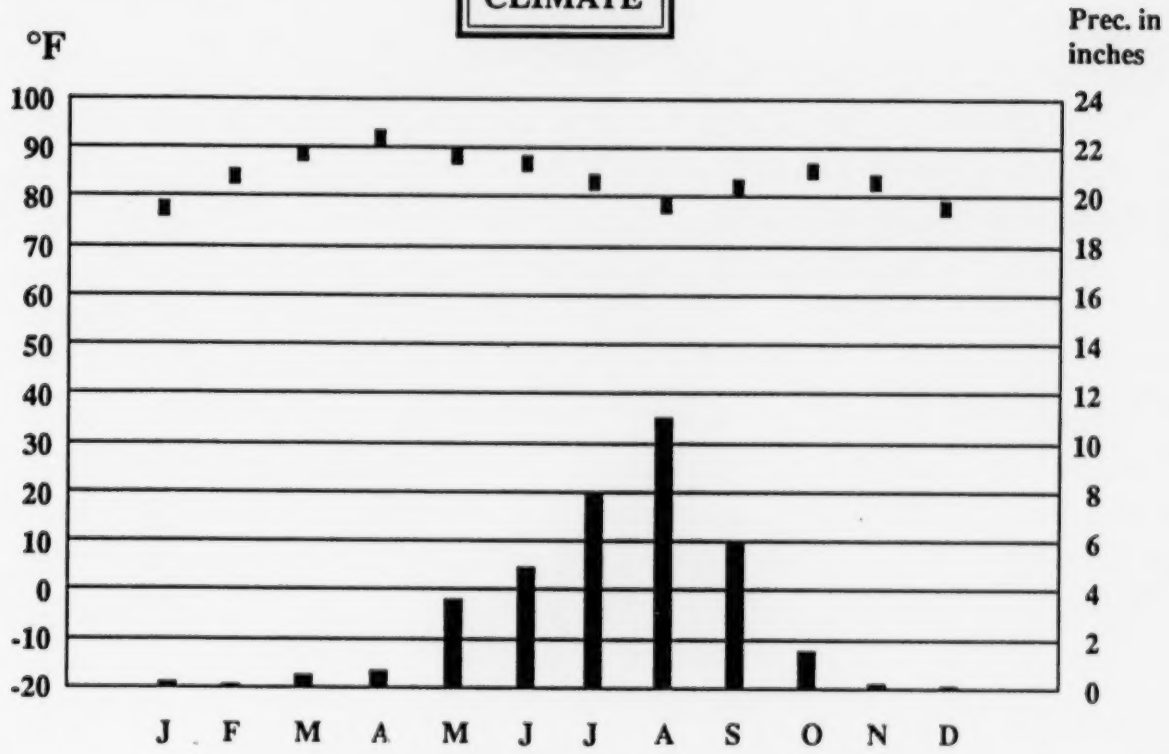
Worksheet 4

BURKINA FASO
Country

CLIMATE



(Dots show temperature. Bars show precipitation.)

DAILY LIFE

In a few sentences, summarize the main parts of this young person's daily life:
Fati leads the life of a simple peasant farm girl. She travels on foot and does all of her work by hand. Her diet consists of grains, nuts, fruits, and vegetables — no meat all day.

WILD CARD

Write one of the Wild Card clues for this country here: ***People avoid the river valleys for fear of getting river blindness and malaria.***

Name _____ Class _____ Date _____

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Worksheet 5

_____
Country

FAMILY

RELATIONSHIP	NAME	AGE	OCCUPATION

Income: $_____ per month

Housing: _____

Treasures: _____

NATIONAL DATA

Population: _____ million

Avg. income per person: $_____ per year

Avg. life span: _____ years

TV's per 1,000 people: _____

Currency: _____

Beliefs: _____

_____

Exports: _____

_____

PROVERB

English version: _____

_____

Name _____ Class _____ Date _____

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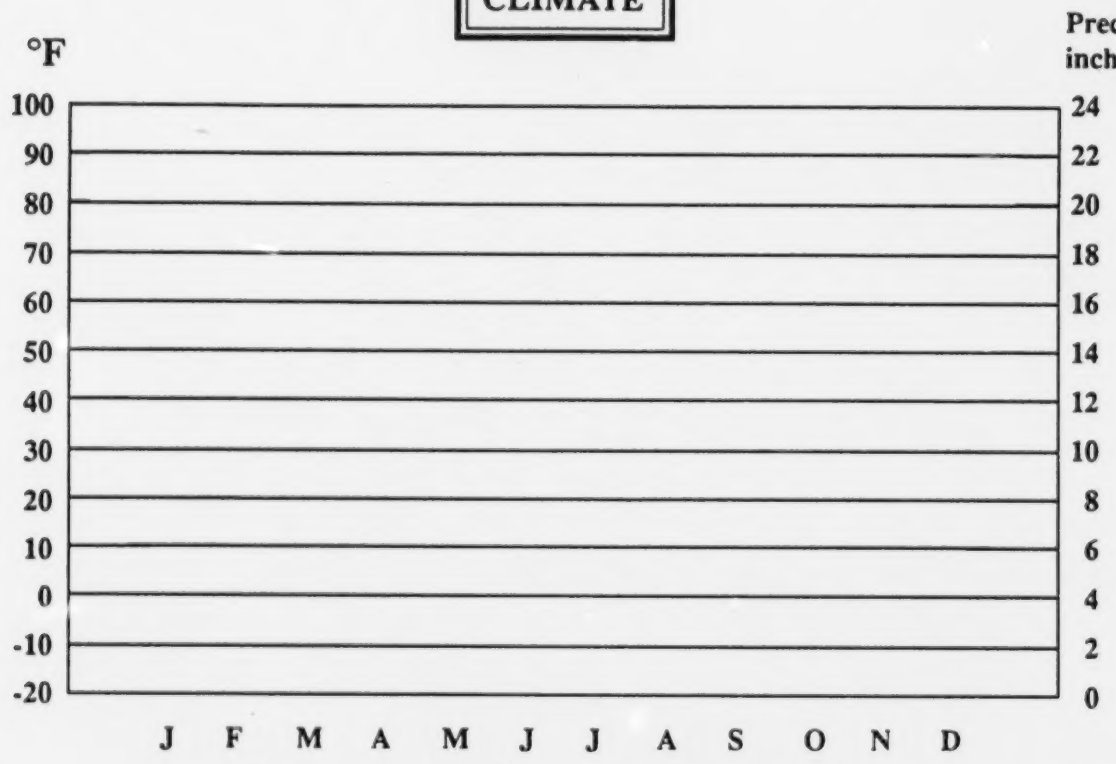
Worksheet 5

_____
Country

CLIMATE



(Dots show temperature. Bars show precipitation.)

DAILY LIFE

In a few sentences, summarize the main parts of this young person's daily life:

_____

_____

_____

WILD CARD

Write one of the Wild Card clues for this country here: _____

_____

Name _____ Class _____ Date _____

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Worksheet 6

COUNTRY	AVG. INCOME PER PERSON PER YEAR	AVERAGE LIFE SPAN	TV'S PER 1,000 PEOPLE
ARGENTINA	*$2,331*	*70*	*199*
AUSTRALIA	*$10,282*	*76*	*423*
BURKINA FASO	*$150*	*42*	*3*
CANADA	*$13,000*	*72*	*463*
CHINA	*$566*	*67*	*71*
HAITI	*$300*	*52*	*13*
INDIA	*$150*	*51*	*3*
JAPAN	*$10,266*	*77*	*556*
KUWAIT	*$11,431*	*70*	*345*
MEXICO	*$2,082*	*66*	*111*
PERU	*$940*	*60*	*49*
PHILIPPINES	*$598*	*63*	*26*
POLAND	*$2,750*	*71*	*234*
SOVIET UNION	*$2,600*	*67*	*308*
SPAIN	*$4,490*	*74*	*258*
SUDAN	*$361*	*49*	*49*
TANZANIA	*$200*	*52*	*1*
UNITED KINGDOM	*$7,216*	*73*	*479*
UNITED STATES	*$13,451*	*75*	*790*
WEST GERMANY	*$9,450*	*70*	*360*

Name _____ Class _____ Date _____

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